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ABSTRACT

Arranged in four parts, this guide presents techniques for helping junior high school students develop textbook skills. Following a pretest and checklist which determine student weaknesses in using title page, table of contents, index, visual aids, and print types (part 1), specific development strategies are provided in part 2. These are using cookbooks to teach index and table of contents skills, using history and general reading books to identify parts of a book, and using several textbooks to compare organization and presentation of materials. Part 3 contains 5 exercises which may be used for developing facility in using texts or for testing mastery of objectives. An evaluation test is provided in part 4. The guide concludes with a bibliography. (LP)

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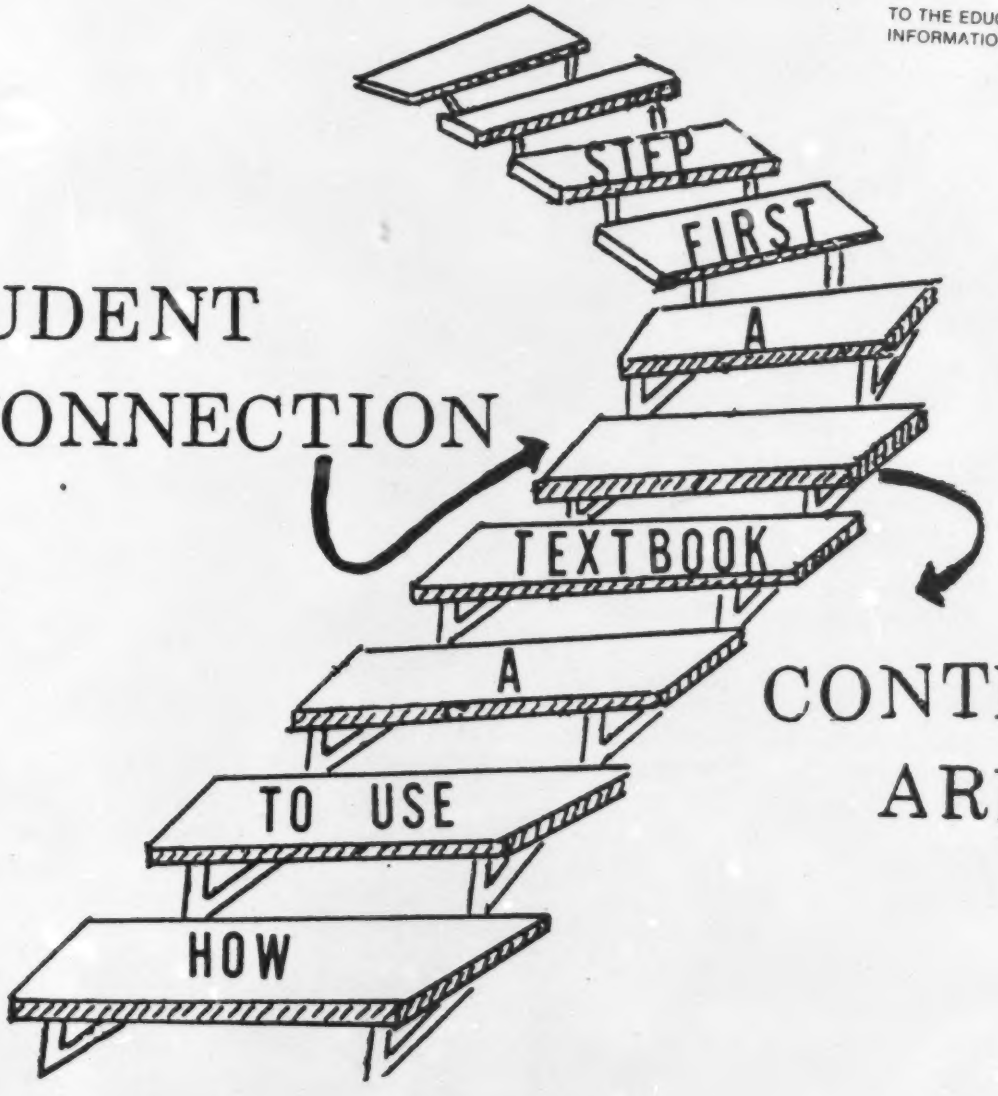
A STUDY SKILL

STUDENT CONNECTION



CONTENT AREAS

CS 007 171

Pittsburg Reading Enrichment Program

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A FIRST STEP

PARTS OF A BOOK

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Enrichment Program

PREP - 1976

Many papers and articles have been published on study skill techniques: SQ3R, mapping, skimming, outlining, summarizing, previewing, notetaking, use of study guides, etc., etc. PREP recognizes these as vital parts of our students' reading program and has written publications in this area.

As a companion piece to these publications, we would now like to add another area crucial to student success: the parts of a book and how to use them.

Our purpose in presenting this publication, is to share with our colleagues techniques used by members of our staff in helping our students learn some of the preliminary steps needed in approaching a book.

We hope, therefore, that the ideas presented here will serve as a basic start for each teacher to further develop and adapt.

JULIA LALLY
PREP Director

TABLE OF CONTENTS

Introduction 1

In Conclusion 2

Study Skills Checklist 4

Pretest 5

Specific Techniques

Cookbooks

Using the Table of Contents 7

Checking Up - Table of Contents 8

How to Use an Index: Cookbooks 9

Sample Index Worksheet for a Cookbook 10

Checking Up - Using an Index 12

Sample Exercises

Identifying Parts of a Book 13

Alphabetizing from Table of Contents 15

Use of Glossary 16

Reinforcement and Motivational Activities

Textbook Similarities 17

Parts of a Book I 18

Parts of a Book II 19

Crossword Puzzle 20

Exercises for Developing Facility in Using Parts of a Book and/or to Test Mastery of Objectives

Teen Age Tales B 22

Health for All 23

Speech for You 24

Adventures for Readers 25

Basic Earth Science 26

Evaluative Test on Parts of a Book 27

Bibliography 28

INTRODUCTION

Having determined that many of our students came to us needing some intensive instruction in knowing the parts of a book and how to use them, we set about to meet these needs. First came the development of a study skills check list. What did we want our students to know? What was essential for their further learning? Our check list reflects a composite of various published lists but is largely our own thoughts based upon what we want our students to know about the parts of a textbook and how to use them.

While it was readily apparent that many students needed extra work in this area, it was also obvious that many had already acquired these skills and were using them to good advantage. Next step: a pretest to determine who needed what. For these, we devised a series of questions based upon an old textbook, Adventures for Readers, Book I.* Checking out class sets of this book from the library, we gave each child a book and a copy of the pretest. This, plus teacher observation, gave us a fairly accurate picture of student strengths and weaknesses in the use of a textbook.

From this point on, teachers developed their formats and subsequent units. Our objectives were the same:

(1) that the check list goals be met

(2) that students learn that these new bits of knowledge were transferable

  (a) that all books contain basic parts

  (b) that knowing how to use a social studies text allows one to apply that know-how to a science text

(3) that any reading skill should be transferred to other content areas.

*O'Daly, Elizabeth C. and Nieman, Egbert W., Adventures for Readers, Book I, California State Department of Education (Harcourt Brace), 1958.

A variety of materials and methods thus evolved to meet individual pupil needs. Students then worked on those assignments designed to meet their needs.

Some students were asked to bring in their own books. For others several copies of old textbooks were brought in from the library and used both for varying degrees of practice and to make the vital point of transference. Students had wide choices in selecting learning situations: some chose to work alone, some paired off with a friend, others elected to work in small groups. At other times, students worked together as a class, especially for initial brainstorming sessions. All material was teacher introduced. Sample exercises were used to present new concepts, to show where information was obtained, to show how it was used. Whole class participation was again used for reporting and pulling of ideas together.

IN CONCLUSION

As units evolved, some specific work exercises also developed. Before presenting them, we should reiterate that many excellent materials have been published dealing with textbook skills. We found especially helpful the EDL Study Skills Library Reference Series CCC. We used, culled, and created many ideas using this material as a base.

Much of the success of a unit such as this depends on the enthusiasm and creativity of the teacher's use of the materials. After all, most of what is here presented is not new to the junior high student. How he uses the material could be. Allow him to chart and graph his own progress as he completes whatever he is working on. Let him work with his friends, present his discoveries to the class.

Let him find things that prove of interest to him. Make class activities game-like affairs. Help him to get to the point of realizing that these skills are transferable; that there is a method to the madness of textbooks; that there is nothing "sacred" about one particular book.

On the following pages you will find some ideas for dealing with how to use the parts of a book as well as some specific exercises designed especially for that purpose. All exercises were based on a diagnosed student need and presented only after old concepts had been reviewed and new ones introduced. Accompanying these exercises is a study skills check list and the written questions used as a pre-test.

Name _____

Date _____

Study Skills - Check List

Study Skill		Needs Help Yes	No	Date Mastered
Title page				
Can locate:	Title			
	Author			
	Place of publication			
	Date published			
	Copyright date			
Table of Contents				
Can locate unit headings				
Can locate chapter headings				
Can state uses for table of contents				
Can use skills and apply knowledge of table of contents				
Index				
Can locate				
Can state use of index				
Can use skills and apply knowledge to index				
Parts of a Text				
Can locate and use chapter headings				
Can identify:	Italics			
	Boldface print			
	Glossary			
	Footnotes			
	Captions			
	Paragraphs			
Can use footnotes				
Can use:	Glossary			
	Captions			
	Illustrations			
	Caps			
	Charts			
	Graphs			

PRETEST ON STUDY SKILLS--USING A TEXTBOOK*

1. What is the title of the book?
2. Who are the authors?
3. What is the name of the publisher?
4. Where was the book published?
5. When was the book published?
6. Between what pages are the table of contents located?
7. How many unit headings are included in this book?
8. Write the names of the third, fifth, and eighth units.
9. Why is a table of contents useful?
10. On what page can you find a poem written by William Shakespeare?
11. On what page does the story "Rikki-Tikki-Tavi" by Rudyard Kipling begin?
12. On what page does the index begin?
13. What information is included in the index?
14. How many listings are included in the "E" section of the index?
15. What is the fifth listing in the "P" section?
16. On page 14, what words are written in *italics*?
17. On page 17, what words are written in **boldface** type?
18. On what page does the glossary begin?
19. What information can be found in the glossary?
20. How many footnotes can be found on page 85?
21. What does the caption on page 45 say?
22. Write the first word of each paragraph on page 142.
23. What is the purpose of the footnote on page 141?
24. What is the purpose of the footnote on page 140?
25. What is the second definition of the word quirk in the glossary?
26. What does the illustration on page 574 show?
27. What does the map on pages 336 and 337 show?
28. What rivers can be found on the map?

*Though specifically intended to use with Adventures for Readers, these questions can be adapted to any text.

SPECIFIC INNOVATIVE TECHNIQUES

Ideas and motivations seemed to fly back and forth. One teacher requested that each class member bring in a cookbook. Every child then had a different book which dealt with the same topic. Many worksheets were developed to increase skill with using tables of contents and indexes. Because each cookbook was different, the idea of topic also came into focus. The children were given the same worksheet and found that the questions could be answered regardless of the book each had. They discovered that a specific question, e.g. "How many major sections are in the table of contents?" could have a variety of answers -- all of which were correct.

The index of a cookbook provided a springboard for many other skill activities such as following written directions, following oral directions, and writing one's own set of directions.

In terms of this textbook unit, one teacher dittoed a class set of a cookbook index such as in The Joy of Cooking. Then, each student could use the index to further learn about alphabetical order, cross referencing, and subtopics under a specific entry. These indexes were also later used in a whole series of creative activities involving menu planning, foods of different countries, and an appreciation of the diversity of foods in the world.

Following are some samples which can be adapted to any cookbook.

Using the Table of Contents - Using a Cookbook

1. What is the title of your book? _____

2. Who is/are the authors? List the authors in alphabetical order.

   _____

   _____

   _____

   _____

3. Find and write the number of the title page. _____

4. Does your cookbook have a topic or speciality? _____
   (Look on the title page to find out.)

5. What is the topic or speciality of your book? _____

6. Ask people around you if their cookbooks have specialities.

   List three _____, _____, _____

7. Now turn to the Table of Contents. Is it in the front or back of the book? _____

8. How are things listed in the Table of Contents?

   Check one: _____alphabetical _____numerical

9. How many main or major topics does your book have? _____

   List them as they appear in the Table of Contents:

   _____

   _____

   _____

   _____

   _____

   _____

   _____

10. Under some or all main sections you may find sub-sections. If your book has any, count the total number of sub-sections and write it here. _____ Remember, do not include major section headings in this count.

11. Do these topics or sections in the Table of Contents give specific or general information? _____

Checking Up - Can you use a Table of Contents?

1. In what part of a book is the Table of Contents found? _____

_____

2. Does the Table of Contents contain general or specific information?

_____

3. In what kind of order are things listed in a Table of Contents?

_____

4. Why do some main sections in a Table of Contents have subsections?

_____

5. How are main sections and subsections related? _____

_____

6. Why is the main section listed before the subsection? _____

_____

Here is a list of things about which you might need information. Place a check in front of those that could be answered by looking at a table of contents in a cookbook.

_____ Page numbers of the sections

_____ Recipes for spinach supreme

_____ Recipes for main courses

_____ Information on how to cook a turkey

_____ Where to turn to read about meats

_____ Where to look if you want information on how to make apricot jam

Note: This sheet is appropriate for any cookbook and was designed to be used after children know about a Table of Contents

1. How many pages are in your cookbook? _____
2. Look in the Table of Contents. Find the word INDEX. Write down the page number on which the index begins. _____
3. Is the index in the front or back of the book? _____
4. Turn to the page you listed in question 2.
5. Study the first index page. Look at it with a friend. Write down three things that you notice:
   1. _____
   2. _____
   3. _____
6. How are things in the index listed?
   _____ numerical order
   _____ alphabetical order
7. Now turn to the Table of Contents. Can you fill in these sentences correctly?
   The table of contents is in _____ order.
   The index is in _____ order.
8. Turn back to the Index. Look carefully at a page. Work with a friend and decide whether an index contains general or specific kinds of information. Think carefully. Write your answer here in a complete sentence. _____
9. Take any page in the Index. Pick an entry that has several sub-entries. (e.g. Cookies: Almond, 398; Bermuda, 350, Butter, 393) Work with a friend. List three things you notice about major entries and sub-entries: _____ _____ _____

Extra Points

10. This is a hard one. What are three ways the sub-entries in an index and sub-entries in a table of contents differ?

_____ _____ _____

Sample Index

LEBANON, 196-7

Leek: and Cheese Soup, 54; Chicken and, Soup, 127; and Cottage Cheese Pie, 166
Leg of Lamb, Creole, 342
Lemon: Fish, 292; Soup, 182
Lentil: and Egg Curry, 246; Soup, Arabic, 172; Soup (India), 242
Lentils, 265; and Rice, 173
LESSER ANTILLES, The 378-81
Lettuce, Baked, 293
Lima Bean and Meat Casserole, 187
Liqueur Souffle, 64
Liver: Apple Stuffed with, 70; Calfs, in Wine, 115; Loaf, 105
Lobster: Catalan Style, 134; and Coconut, Hawaiian, 288, Curry, Singapore, 271; Flaming, 372; Pictou Style, 308; Stuffed, Jamaica Style, 367; Tempura Style, 256
LUXEMBOURG, 20-21

Macaroni, Steak and, Casserole, 222
Macaroons, Groundnut, 386
Manila Cocktail, 296
Malborough Pudding, 42
Meat: Balls, Fried, and Crab Meat, 233; Balls, Soup with, 177; Balls Swedish, 144; Balls in Caper Sauce, 68; Barbecued, 433; and Cabbage Casserole, 205; Cake Soup, 238; Croquettes, 210; Lima Bean and, Casserole, 187; Pastry (Russia), 121; Pastry (Turkey), 204; Pie, 123; Platter Berne Style, 150; and Potato Pie, Dutch, 78; Rice and, 427; Roll, Mixed, 298; Soup, 297; Spicy Pickled, 116; Stew, Cape Malay Style, 222; and Vegetable Stew, 316
Meats, Cold, 316
Meringue; Dessert, 439; in Custard, 118
MEXICO, 322-23
Milk Soup with Ribbons, 221
Mint Julep, 336
Mixed Salad, 174
Mousse, Chocolate, 63
Mushrooms: Baked (Finland), 48; Baked (France), 61; Stewed, 28

Nancito Cocktail, 313
Nassau Fish Chowder, 352
NETHERLANDS, The, See Holland
NEW ZEALAND, 290-91
NICARAGUA, 311-13
Nicaraguan Tropical Salad, 320
Noodles: Bake Stuffed, 100; and Cabbage, 18; and Cheese Omelet, 444; and Chicken, Burmese Style, 229; Fried, Hong Kong Style, 240; with Mushroom Sauce, 428, Potato, 29; Squabs Stuffed with, 408; with Walnuts, 100
NORWAY, 103-4
Nut: Cake, Brazil, 404; Candy, 267; Spongecake, 282; Steak, Rice and, 47; Strudel, 85; Tart, 103

Oat Bread, 223
Oatmeal Bread, 281
Okra Stew, 200
Old-fashioned Cocktail, 333
Omelet: Banana, 294, 414; Emperor's Dessert, 19; Noodles and Cheese, 444; Western, 344
Onion: Salad, 152; Soup (France), 53; Soup (Puerto Rico), 375
Onions: Baked Bermuda, 349; with Raisins, 52
Orange Souffle, 372
Orangeade, New Zealand Style, 295
Oregano Chicken, 183
Oyster Stew, 337
Oysters, Pickled, 370

PAKISTAN, 263-4
PANAMA, 311-13
Pancakes, 89; Dessert, 62; Finnish, 48; Potato, 72, Raisin, 79; Sour Dough, 305; Stuffed Chicken, 326; Walnut Dessert, 139, Yogurt, 201
Paprika Fish, 16
PARAGUAY, 425-26
Pastry: Almond Puff, 168; Apricot and Almond, 294; Curried, 197; Danish, 36; Meat, 121, 204; Poppyseed and Honey, 157; Spinach Rolls in, 184; Sweet, 73
Pawpaw Soup, 215

476

(Waldo, Myra, Complete Round the World Cookbook, Doubleday & Co., Inc., Garden City, N. Y., 1954)

Sample Index Worksheet to go with The Complete Round the World Cookbook by Myra Waldo.

p. 476

1. On what page ia a Manila Cocktail found? _____
2. On what page are foods from Paraguay found? _____
3. On what page is the recipe for Pawpaw soup? _____
4. How many kinds of Meringue are listed? _____
5. How many noodle receipes are listed? _____
6. On what page will you look to make Poppyseed and Honey Pastry?

   _____
7. On what page will you look to find how mushrooms are baked in France? _____ (This one is tricky!)

Checking Up - Using an Index

1. In what part of the book is the index found? _____
2. Does the index contain general or specific information? _____
3. In what kind of order are things listed in the index? _____
4. Can main entries have more than one listing? _____
5. How are sub-entries listed? _____ alphabetical _____ numerical
6. Why do some index entries have many sub-entries? _____

   _____

   _____
7. How are the entries and sub-entries that are listed together related? _____

   _____

Here is a list of things from all your subjects where you might need information. If you would look in a table of contents mark, TC. If you would look in an index, mark I. Each question must have an answer.

_____ How many chapters in a book

_____ Benjamin Franklin's birthday

_____ Page number of the introduction

_____ The date of the Gettysburg Address

_____ The history of the American colonies

_____ Information on general ecology

_____ Pictures of the moon's surface

_____ How to make Dutch apple pie

Note: This exercise should be used after lessons on Table of Contents

Directions: Using this checklist locate all of the following parts of your reading book. Work as a group, then select a leader to make a class presentation of the parts you found.

_____ Title

_____ Author

_____ Publisher

_____ Place of Publication

_____ Dates of Publication

_____ Table of Contents

_____ Chapter Headings

_____ Unit Sections

_____ Number of Units

_____ Number of total Book pages

_____ Index

_____ Glossary

_____ Tell what a paragraph is

_____ Show "italics" on p. 159

_____ What is a dictionary?

For Extra Credit:

What are Italics? _____

What is "Boldface" type? _____

What are footnotes? _____

Directions: Now that you know all the parts of your reading book, use your history book and find the same parts. Have your friend check your accuracy.

You And Your Friend

_____ Title

_____ Author

_____ Publisher

_____ Place of Publication

_____ Date of Publication

_____ Unit Titles

_____ Chapter Titles

_____ Table of Contents

_____ Glossary

_____ Index

_____ Paragraph

_____ Italics

Directions: Using a copy of your literature book, go through the Table of Contents and on the lines below list all the authors in alphabetical order. Remember to place last names first. Make a rough draft of your list before putting it in final form.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____

Directions: Use the glossary in Into New Worlds to find the missing dictionary word on each line below. The word may be found before, between, or after the listed word.

cubic		cylinder
	gelatine	gene
rig	rim-rock	
vain		vandal
vicious	vital	
	obsolete	obstruct
leprosy		lever
	doublet	drama
antidote	antimony	
	snarl	sod
zeolite		Ziolkovski
vibration	vicious	
	episode	eternal
bonito		borne
derrik	desolation	
	jovial	jubilant
haven	hazard	
	molten	mome
logbook	logical	
penetrate		periscope
tripod		trivial

Study Unit:

Book Similarities

Name _____

Date _____

Direction: Now that we have become familiar with textbook terms, let's see what similarities we can find in different textbooks. From the book shelf, take a copy of Speech for You, Health for All, Basic Earth Science, Adventures for Readers, and Teen-Age Tales, and a dictionary. To these add your own social studies book and one copy of any other book you wish. Write one of each of these names in the slanted columns below. Then look through each book for all the items listed at the left. Place a ✓ mark in the blank for each book that has that item. If possible, write its page number.

Introduction or Preface									
Title									
Author									
Publishing Company									
City in which Published									
Copyright									
Table of Contents									
Index									
Glossary									
Sections or Parts									
Chapters									
Illustrations									
Graphs									
Charts									
Maps									
Questions to Answer									
Boldface Print									
Footnotes									
Italics									
Bibliography									
Others:									

Parts of a Book I

Name _____

Twenty-two words are hidden in the word puzzle and are in parts of a book. Words go from *top to bottom*, *left to right*, and - *be careful* - some are on the *diagonal*. Some words may even be used *twice*. See if you can find all twenty-two words.

C	O	N	T	E	N	T	S	S	G	B	N	Y	T
I	A	J	N	O	X	L	D	M	J	S	M	D	A
T	L	B	W	K	F	O	O	T	N	O	T	E	S
Y	I	I	M	J	O	V	T	O	C	U	R	B	T
K	K	B	O	B	O	L	D	F	A	C	E	C	I
B	P	L	P	U	K	W	E	B	C	V	T	N	T
G	H	I	A	I	N	X	H	G	F	G	N	H	L
L	Y	O	R	D	I	C	I	H	C	R	L	B	E
O	P	G	A	W	G	B	N	V	Y	A	U	C	P
S	G	R	G	F	M	N	D	D	Z	P	R	C	A
S	C	A	R	E	A	D	E	J	F	H	O	E	G
A	X	P	A	X	P	E	X	T	I	T	L	E	E
R	L	H	P	L	H	G	H	K	C	G	P	R	O
Y	F	Y	H	P	U	B	L	I	S	H	E	R	B
S	Z	T	S	E	R	G	B	H	C	H	A	R	T
I	L	L	U	S	T	R	A	T	I	O	N	G	D
C	D	U	R	C	P	A	S	S	B	L	B	D	A
T	E	U	N	B	I	Y	C	M	P	T	C	E	U
A	D	M	O	I	C	N	P	D	A	T	E	A	T
B	E	U	N	I	T	S	O	A	H	R	B	G	H
L	D	O	M	B	U	S	M	L	K	I	N	F	O
E	C	A	Z	D	R	T	S	Z	J	Q	K	E	R
C	H	A	P	T	E	R	S	V	F	P	O	U	Q

Parts of a Book I - Answers

Title Page	Contents	Illustration	Chart	Publisher	Boldface
Glossary	Index	City	Units	Table	Page
Picture	Paragraphs	Map	Graph	Footnotes	
Chapter	Title	Author	Date	Bibliography	

Parts of a Book II Name_____

Twenty-three words are hidden in this word puzzle. Words go *left to right, top to bottom, and on the diagonal.* Some words may even be used *twice.* See how many words you can find on *"parts of a book."*

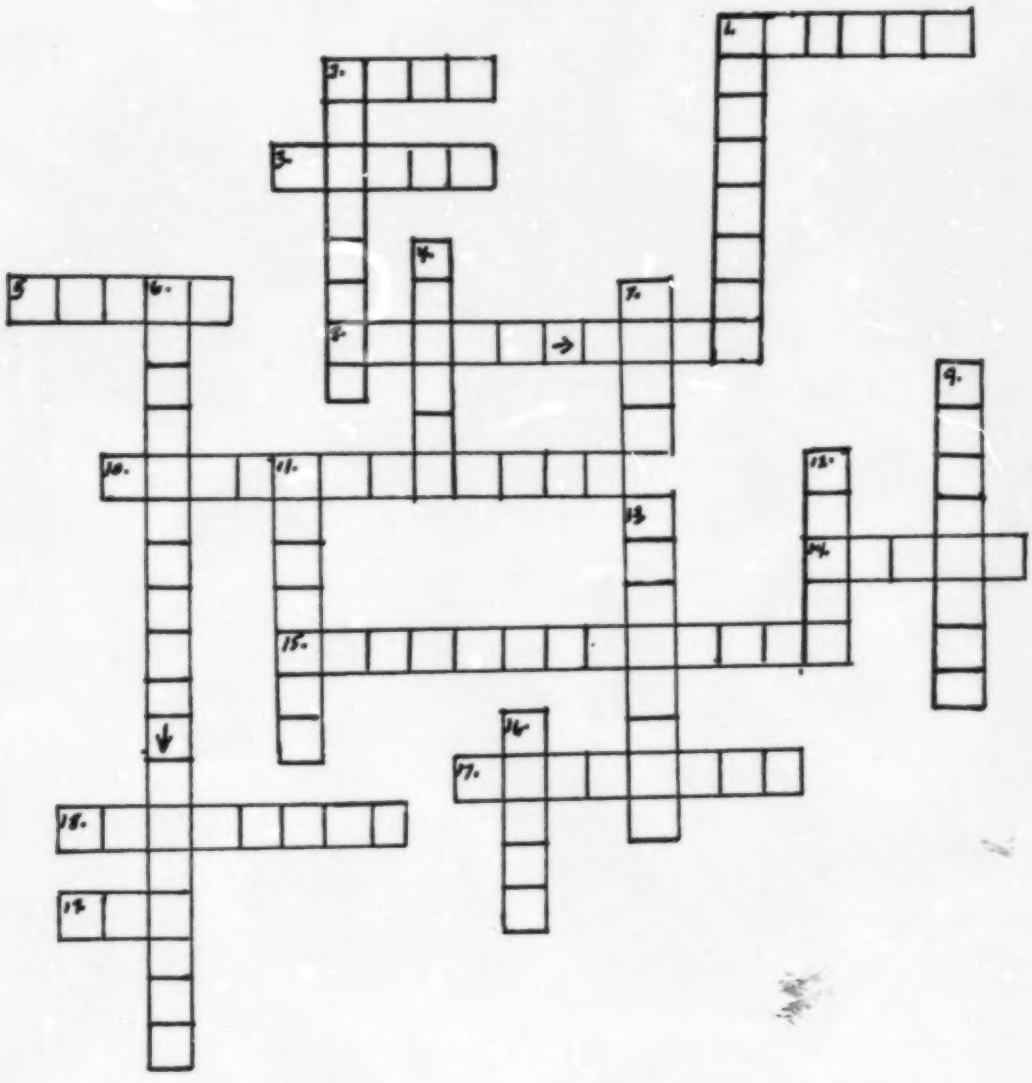
B	C	A	L	L	C	E	C	H	A	R	T	N	I	F	A	E
R	U	N	I	T	Z	O	A	H	A	M	R	E	N	B	D	O
S	T	V	F	E	Y	B	N	P	A	N	E	A	D	A	S	L
J	R	I	T	A	N	A	T	T	C	P	M	L	E	P	R	E
A	U	T	H	O	R	B	D	N	E	B	T	H	X	I	L	C
P	W	B	Q	R	H	P	X	K	X	N	S	E	T	C	Z	O
O	X	E	N	F	T	R	S	U	T	B	T	V	R	T	N	N
I	N	D	E	X	I	U	Z	A	C	W	R	S	L	U	M	T
R	I	V	K	D	T	I	T	L	E	P	A	G	E	R	O	E
D	A	H	T	L	L	P	S	D	A	E	G	Z	O	E	P	N
M	G	N	K	E	E	I	N	R	P	Z	M	T	R	S	Q	T
T	A	B	L	E	O	F	C	O	N	T	E	N	T	S	N	S
B	W	O	E	C	S	C	F	Z	C	I	T	A	L	I	C	S
I	Z	L	T	A	U	T	B	M	A	P	S	Q	B	N	R	E
B	E	D	L	D	N	B	L	U	B	S	T	U	M	O	A	N
L	V	F	R	A	N	D	G	L	O	S	S	A	R	Y	D	M
I	P	A	R	A	G	R	A	P	H	S	R	A	S	R	O	P
O	R	C	D	L	S	I	Y	H	C	L	G	F	T	X	E	U
G	A	E	A	C	Z	T	U	S	M	G	Z	R	C	D	B	B
R	J	W	I	D	L	B	C	I	T	Y	A	T	A	S	B	L
A	L	S	P	A	G	E	S	M	R	F	O	O	E	P	S	I
P	Y	K	T	T	C	B	L	R	V	J	A	L	C	K	H	S
H	N	H	A	E	E	F	O	O	T	N	O	T	E	S	M	H
Y	G	Y	F	D	L	K	E	A	X	X	D	V	C	V	R	E
I	L	L	U	S	T	R	A	T	I	O	N	S	A	Q	Y	R

Parts of a Book II - Answers

Index	Italics	Unit	Author	Maps	Table of Contents
Graph	Page	Pictures	Title	Footnotes	City
Chart	Title page	Bibliography	Chapter	Glossary	Contents
Illustrations	Boldface	Paragraphs	Date	Publisher	

Parts of a Book Name _____

Complete the Crossword Puzzle from clues given on the next page.



Parts of a Book - Crossword Puzzle - Answers to Above

Illustrations	Units	Author	Footnote
Date	Title page	Bibliography	Publishing Company
Map	Bottom	Chapters	Graph
Index	Glossary	City	Boldface
Italics	Chart	Contents	

Parts of a Book - Crossword Puzzle

Across

1. Part of page where footnotes are found.
2. Place where a book is published.
3. Found in the back of a book.
5. Diagram showing cha[illegible] in something. Looks [illegible]e or or .
8. Found in front of book. Has name of book, author, etc. (two words)
10. List of books, magazines, etc.
14. Alphabetical list of what's in a book.
15. Pictures in a book explaining things.
17. Books are divided into _____.
18. A dictionary for a book is called a _____.
19. Shows where different places are.

Down

1. Dark type print.
2. A list of information in a book listed in the order it appears.
4. Person who writes a story.
6. Company which puts out a book for sale is called a _____ _____.
7. Year in which a book is published is its _____.
9. Found in front part of a book.
11. Writing in slanted print.
12. Many books are divided into large parts, sections, or _____.
13. A note found on the bottom of a page explaining a number on the page.
16. Shows information in table form.

Teen-Age Tales, Book B Name _____

Directions: Place the answers in the blank to the left of each number. In question 2, answer why in the space below the number. Answer number 6 the same way.

_____ 1. How many sections are there in the book including the questions?

_____ 2. Which section do you think would be most interesting to you? Why?

_____ 3. In which section would you be most apt to find a story about a dog?

_____ 4. On which page would I find a story about Abe Lincoln?

_____ 5. Which page starts the section on sports?

6. Why do you think there are Roman numbers in the front of the book?

Health for All Name _____

Directions: Place answers in the blank to the left of each number.

1. Which section tells about:

_____ a. Drugs

_____ b. Mental Health

_____ c. Teen-age information

_____ 2. On which page does the glossary start?

3. The index is divided into main sections. How

_____ many are there?

4. On which section and page would we find:

_____p.___a. Posture

_____p.___b. Breakfast

_____p.___c. Bicycle safety

_____p.___d. Mental Illness

_____p.___e. Gall Bladder

_____ 5. What does the figure on page 201 show?

Which bone ends turn into solid bone between

_____ the ages of 15-18?

6. Use the glossary to tell what the following words mean.

a. virus -

b. decibel -

c. auricle -

d. retina -

e. cornea -

Speech for You Name _____

Directions: Write the answers in the blank to the left of each number.

_____ 1. How many main sections are there in the book?

_____ Name them.

_____ 2. How many chapters are there in the book?

_____ 3. How many chapters are there in Part 2?

4. On what page will you find information on:

_____ a. How to get started with a speech

_____ b. Making announcements

_____ c. Introducing a speaker

_____ 5. Into how many sections is the index divided?

6. Using your index, list the pages which tell about the following:

_____ a. Humor in conversation

_____ b. Proper grooming (Note the cross reference)

_____ c. How to tell jokes

_____ d. Techniques of conversation

_____ e. Judging a debate

_____ f. Magazines

Adventures for Readers Name _____

Directions: Place answers in the blank to the left of each number except for number 7.

_____ 1. How many main sections or parts are there?

_____ 2. Section 1 is divided into how many units?

_____ 3. Section 1, unit 1, is divided into three smaller units. What shows you this?

_____ 4. Which part has several stories written by four famous authors?

_____ 5. How many stories are listed for Jack London?

6. Use the index to tell on which page the following will be found:

_____ a. Aesop

_____ b. Tennyson

_____ c. Limericks

_____ d. Pied Piper of Hamelin

_____ e. Mark Twain

7. Use the glossary to answer the following:

a. Write two definitions for trivial

1)
2)

b. What can undulate? _____

c. If you knew a sage, what would he be?

_____

d. Write a synonym for stout. _____

e. What word can be made from the word prophecy?

_____

Basic Earth Science

Directions: Place the answers in blanks by each number.

_____ 1. Write the number of units in the book.

_____ 2. How many chapters are there?

_____ 3. On which pages would you find something about the earth's crust?

_____ 4. Which unit tells something about ocean studies?

_____ 5. Does the book have an introduction?

_____ 6. Does it have a glossary?

_____ 7. How many items in the index are listed in the F's?

_____ 8. What does the graph on page 380 show?

_____ 9. What does the chart on page 318 show?

_____ 10. The graph on page 181 shows which group needs most fresh water?

11. Write the page number on which you will find the following:

_____ a. Tundra

_____ b. Radio Waves

_____ c. Neptune

_____ d. Atmosphere, pollution

12. Use the glossary to answer the following:

_____ a. What is a fault?

_____ b. What does a barograph record?

_____ c. What is a fathom used to measure?

_____ d. Write another word for fracture.

Parts of a Book -
An Evaluation

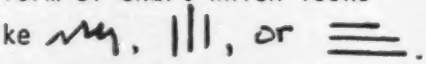
Name _____

Following is a list of parts found in a book. In the blank next to each word, use the following key to tell where that part is found in a book. Place your answer in the ( ).

F for Front; B for Back; A for Anywhere in book

1. Illustrations	( )	11. Author	( )
2. Date	( )	12. Bibliography	( )
3. Map	( )	13. Chapters (List of)	( )
4. Index	( )	14. City	( )
5. Italics	( )	15. Table of Contents	( )
6. Units (List of)	( )	16. Footnotes	( )
7. Boldface Print	( )	17. Publishing Company	( )
8. Title Page	( )	18. Graph	( )
9. Glossary	( )	19. Introduction	( )
10. Charts	( )	20. Title	( )

In the above list, place the letter to the correct answer from the list below. Place your letter next to the ( ) on the correct line.

A. List of what is in book by page.
B. Slanted Print.
C. Dictionary of words in book.
D. Pictures.
E. Usually tells what book is about.
F. Explanations at bottom of page.
G. When a book was published.
H. Who wrote the book.
I. A form of chart which looks like  .
J. Show where places are.
K. List of books about a subject.
L. Has title, author, publishing company, date, city.
M. Where book was published.
N. Gives information in special form.
O. People who print a book.
P. Name of book.
Q. Lists items in book in alphabetical order.
R. What book is usually written in. Part of a unit.
S. Dark Print.
T. Main parts or divisions.

Books Used

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O'Daly and Nieman, Adventures for Readers, California State Department of Education (Harcourt, Brace and Company), Sacramento, 1958

Gartler, Marion, Into New Worlds, Macmillan Company, New York, 1966

Heavey and Stewart, Teen Age Tales - B, C. D. Heath, Boston, 1966

MacCracken, Basic Earth Science, California State Department of Education, Sacramento, 1967

Masters and Pflaum, Speech for You, Row Peterson, Evanston, Illinois, 1955

Waldo, Myra, Complete Round the World Cookbook, Doubleday and Company, Inc., Garden City, New York, 1954